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The School Journal.

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AMOS M. KELLOGG, Editor.

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New York, April 26, 1884

This paper exists because there are important things concerning education that MUST BE SAID.

It is published THIS WEEK *because there are things that must be said* NOW.

MORE brains and more conscience, and more sense of freedom must be mixed with the teaching, especially in our city schools. The school is a mill, it is true. Its machinery is needful. But it is more than a mill. The character of each grist depends upon the intelligent manipulation and watchfulness of the miller. The product is mind, educated through conscious and intelligent exercise of its powers. Mere routine fails to do this. The mind, like the hand, can form a habit of running in a groove. The careless teacher mistakes rote work for knowledge. He gives a formula and mistakes the pupil's ability to follow that for ability to think. Too often he shuts his eyes to these faults, not wishing to see what he feels himself powerless to prevent.—*Ind. School Journal.*

"IT is one aim of the school to develop right-mindedness in the pupils. That it fails to do this, is the most serious charge of the day. The enemies of the public school system regard this as the vulnerable point, and are massing their forces against it. It does not avail anything that these charges are in a measure untrue. The main charge, that we fail to make our teachings reach out into the homes of the pupils, is true. The mental growth of the child at school cannot be separated from his mental growth at home. When they are in the same line of direction, the greatest progress is made; when they are in opposing or diverging lines, one or the other must eventually predominate and become the character of the man."—SUPT. H. SABIN, *Clinton.*

"WE are on the winning side," writes a teacher, "the New Education is sure to win in the end." There have been times when the cause looked hopeless enough, but the failure of the schools to realize what was expected of them set the people to thinking. They now see that the expected results could not issue because those in charge of the schools were running a treadmill, in most classes. The scholars were patiently learning lessons and reciting them; in some cases they were partially educated by this process or in spite of it; the people were paying the taxes. But a developmont of the idea of Education has taken place; revolutions never go backward; the battle has been fought; slowly but surely a great modification of our methods of teaching is to take place. The New Education has won the day.

GOVERNING.

All just government, and all successful government, must be in accordance with nature. Nature doesn't hold the rod and say, "*I* require you to do this," "*I* will reward," or "*I* will punish." She says nothing about reward or punishment; we find the reward ourselves if we obey, and if we disobey, the punishment follows of necessity.

Nature doesn't say, "If you are late in the morning, I will put a pencil-mark against your name, or keep you at noon, or give you a whipping." She says, "In the early morning I give the finest show of the whole day; if you are not on hand, you will miss it."

She doesn't prepare her medicines in the shape of a pill, and say, "It is good for you; you must take it; if you don't swallow it by 12 o'clock I will keep you at it until 1." But she mixes together health-giving acids and sweetest juices, puts them in the pear and peach, paints these so that they look "good enough to eat," hangs them just out of reach and says, "You can have them if you will climb."

In Nature's scheme, neither punishments nor rewards are arbitrary; they are not something added on, to express the displeasure of our teacher, but they arise naturally from the obedience or disobedience of law and form a part of it.

The strongest governing force is obtained by making the studies attractive to all; then anything that interferes with these studies will be avoided by mutual consent. Aim to show that the rules of the school are not framed to please the teacher, but to promote the best good of the scholars, both in the present and future, and that in breaking them, they do more harm to themselves than to anyone else. Base the governing power on their conscience, honor, and good-sense.

EVERY living man carries a two-fold obligation: first, to himself, second, to the world, that both be better for every day he lives.

SUPERINTENDENTS WANTED.

The schools are suffering immensely from the presence of men as principals and superintendents who undoubtedly possess common sense, but who have no knowledge of the subject of education. Look at most of the men who are selected for the office of superintendent in our cities and towns, and counties; they are not men who have made a special study of education, are they? Take two teachers in a town, one an energetic business man, the other a most skillful man in the school-room; let there be a vacancy in the superintendency, and who will be chosen? In ninety-nine cases out of a hundred the business-headed man. Then the schools will suffer until he finds something more lucrative.

The public do all this out of pure ignorance. They do not see a difference between these two classes of men; each having been a teacher, they deem each equally well-qualified, and select the business-headed man because they think he has to do with business mainly, in superintending the schools. What is wanted is a man who knows more about education than the rest, and can impart it. But this is just what is not sought for.

Visit a school where the business-headed man is principal, and it will be found that good order prevails; the boys recite their lessons well; they are neat in dress; they march backwards and forwards in good style, and the unskillful eye is well pleased. But the thoughtful man who looks for education may look in vain. A most intelligent gentleman, formerly a most skillful teacher, who has been in the employ of a publishing house, writes as follows:

"I visited eighteen school-rooms before I met the superintendent. He inquired, 'Well, how do you find things?' 'You have just one good teacher.' 'And who is that?' 'Miss ——.' 'Why, I never thought she amounted to much.' The next day I visited the remainder of the schools. Everywhere, lessons were being learned and recited; in few places was there any skillful teaching. And yet this is a very good town, and the superintendent an active, level-headed man. He, however, knows nothing about the business of superintending schools. It is doubtful whether he knows a single principle of education. And I find this state of things is quite general; men are at the head who should be in the rank and file, if anywhere."

Teachers need instruction; the superintendent is the one they are to look to for it. Supt. McAlister of Philadelphia, Supt. Cole of Albany, and doubtless others, hold meetings for the discussion of educational topics. The Science and Art of Education are almost wholly unknown; but few discoveries have been made in them; investigation is needed. The superintendent ought to plan to gather his teachers together and discuss with them the topics that pertain to their profession. To walk around and ask questions, here and there, of the pupils, is not doing the work

that is needed. Expound to the teachers the principles of education; show them how they may be put into practice; visit the schools and observe the spirit and method of the teacher. Because these are not done, it must be said and re-said that Superintendents are Wanted.

For the SCHOOL JOURNAL.

LETTERS FROM NORMAL PARK—NO. XXIV.

THE SENIOR CLASS IN SCIENCE.

Twice a week Prof. Straight gives instruction to the Senior Class in "Ways to Teach Science." The aim of his work in this school, as it has been in other schools, is to give hints and directions; as it were leadings strings, which, if followed to the end, will lead the investigation into the great and delightful fields of Nature. Thus he demonstrates how it is possible for any teacher in the land to lead his pupils, young or old, in country or town, to open their eyes to the beauties of nature and be studying Geology, Botany, Natural Philosophy, Physical Geography, etc., without even a text-book, and without even hearing the names of the above-mentioned subjects, usually so high sounding and grand as to scare with their very pronounciation.

But to illustrate: At a recent lesson a twig of alder, containing a few buds and two or three blossoms, was passed to each member of the class. (These twigs or branches had been collected by the class.) All were requested to make a drawing of the twig, after doing which, all were requested to write a description with the following heads: 1. Form, 2. Number, 3. Size, 4. Color, 5. Structure. After some time had been occupied with writing, several members of the class were called upon to read what had been written under each head. Additions, emendations, and criticism are called for. One paper read: "1. Form.—The blossoms are cylindrical in shape; the buds are oval-shaped; the twigs are cylindrical; the place where buds have been, or the scars, are oval-shaped on their surfaces."

A question is asked as to the exact shape represented by oval. Various answers are given; but as there appears to be some doubt as to the exact meaning of the word, the instructor requests the definitions for *oval*, *ovate*, and *ovoid* to be carefully looked up for the next recitation. Papers on the second head (2. Number) are called for. A paper reads: "The blossoms are three; the buds are twelve; the stems are, two main ones and sixteen secondary or small ones; the scars are seventeen." It will be perceived by the teacher that an excellent opportunity would be afforded at this point for a short lesson in Number, especially with small children. Thus so many buds, and so many are so many; five stems and three stems are eight stems. Little problems could be formed, as—has so many blossoms and gives so many, how many has she left? etc.

Other papers are called for; and criticism as before. The third topic of Size is called for, and a pupil reads: "Two of the blossoms are one and one-fourth inches, and one of them is one inch in length; the buds are about one-sixteenth of an inch in length; the diameter of the blossoms measures one-eighth of an inch across. The reader will perceive here a lesson in Mensuration, of course unconscious upon the part of the pupil, hence better than if conscious. At the same time the main purpose of the lesson—one in Botany from actual observation, is being carried on. Prof. Straight's idea that the different sciences can be studied side by side according to the natural methods, is here slightly illustrated.

A pupil reads her paper on the fourth topic of Color. She says: "The blossoms are yellow along the central part of their length, while the outer surface is of a reddish brown color; the buds are of a reddish brown color; the twigs are gray and brown on the outside, and green and yellow under the bark." (Here notice the unconscious lesson in color. A color chart hung on the wall for reference, in case of doubt, would be an advantage to small children.)

As to the Structure, a pupil says he has found the blossom to consist of a soft substance hung to a thread-like substance running through the center of the blossom from end to end, which thread grows out of the twig. The stems are composed of woody fibre; the buds of soft leaf-like like matter. (Thus a lesson in plant Physiology has been learned.)

The time for dismissal is near at hand, and work for the next day's talk is assigned. The class is requested to bring in cocoons, of which there are many hundreds on the trees, and examine with reference to their form, size, color and structure. Under the last head information as to how made and how put together to be gained. A written plan of a lesson on the cocoon is requested. The class is advised to notice the impressions, sensations and perceptions gained from the above examination. (It may be proper to state here that all the work recommended to be done is not done by every member of the class by any means, nor is it required, though called for. It is assumed that the pupils in the Training Class are old enough to know their own interests, and to judge of what work, and how much can be done. No class rolls are kept. As much personal freedom is given as possible, in order that character may show itself and grow without coercion or pressure.)

At the next lesson Prof. Straight said: "I might take this cocoon and tell you, or smaller pupils, all about it, thus preventing the pleasure and emotion gained through making original discoveries." This makes me think of the woman who mourned so much because she did not know the Japanese language, when a party of Japanese were gazing upon the grandeur of Niagara Falls, in order that she "might explain to them all about it."

(Of course no readers of the SCHOOL JOURNAL talk too much, but they may know some one who does, to whom this anecdote may be related).

Every member of the class has a cocoon ready for examination. "What have you discovered?" is the first question asked. One has discovered the outer surface of the cocoon to be of a leather-like substance. Another has found the covering of the chrysalis to be of gold color. Still another has observed the inner shell to be more delicate and fine in its structure than is that of the outer coat. The thread-like nature of the hairy or silky matter is noticed by another pupil. This is thought by one to resemble silk, by another wool, and by another cotton. "How can you find out which substance it is most like?" is asked. Answers: Use water warm and cold with the cocoon, and with cotton, wool and silk. Compare the results. Burn each and notice effects. Test the strength of each and notice the effects.

Another pupil has found leaves fastened to the cocoon. "How are they fastened?" is asked. Answers: By glue. By being woven into the house of the worm." "How are we to ascertain?" is asked. Answer: "By putting the cocoon in warm water. If the leaves come off this will be a sign that they have been fastened with glue." "How many wish to try the experiment?" Several hands go up. "Of what practical service is this work?" a member of the class wishes to know. "Is it of any practical benefit to know whether the ribbon you buy is silk or cotton, or the cloth you purchase all wool or not?" is answered. "How many layers of covering has the insect? How does it get out of the house?" are asked. No one can tell. "How can we find out?" "By keeping several cocoons in comfortably warm places and watching results from day to day. By taking the coverings, soaking them and tearing apart."

"How many think enough information can be gained from the study of a cocoon world?" Some doubt is expressed, but it is finally agreed to that such may be the case.

"For the next lesson, find how the undeveloped leaf in the bud is folded. Find the parts of a flower and their names. Put twigs from different kinds of trees into water and watch the effect. Soon I am going to let you take the children out to see what you can find with them." These words end the lesson.

I. W. FITCH.

A friend of mine has called my attention to an inaccuracy in the report of the remarks of Supt. T. M. Balliet, of Pennsylvania, before the Horace Mann Society, which I gave in Letter XXI. I wrote from memory, and a few statements are inaccurately quoted from his address, and might possibly be misunderstood None of his remarks reflected on the educational work of the county which he represents in Pennsylvania. On the contrary, he spoke of his teachers and their work in a high tone of praise. The next to the last sentence was not said by him, but being myself familar with the history of the coal regions, I took the liberty to throw in a pleasantry. I. W. F.

FRANK'S SCHOOL REPORTS.

As they were walking along, Mr. Graham asked Frank if he went to school?

"O, yes, uncle," he replied.

"What did you study?"

"Reading, writing, arithmetic, Latin and geography. I had to study all of my lessons at home, for I never had time at school."

"And did you always understand them?"

"Not always; but I am the luckiest fellow about having easy questions come to me, and, besides, our classes are so large that my turn doesn't come every day, so I manage to get good marks almost every month."

"And what good do they do you?"

"Oh, we take them home and show them to our parents, and it pleases them, you know."

"So it doesn't make any difference whether you understand your lessons or not as long as your marks are all right?"

"No," said Frank; "as long as our reports are good, that is all we need trouble our brains about."

"I suppose you save your reports, don't you?"

"Oh, no; as soon as father and mother and grandma had seen them I burned them up."

"That is a great mistake," said Uncle Graham "I should think that you would want to keep them to show that you had been to school, and then when you are grown up and go into society, and people ask you questions that you can't answer, and talk about things that you don't understand, you can pull your reports out of your pocket and say, 'Ladies and gentlemen, I don't know what you are talking about, but here are all my reports that I had when I went to school, and you see I have any quantity of good marks.' That would be a great satisfaction to you I think."

"Now, Uncle Graham, you are making fun of me, and I don't think it is fair. All the fellows do so."

"Well, I suppose they do. I am afraid that I did too when I was a boy, but I have been sorry enough for it since then I can tell you. I wish that I could make all boys and girls understand that they are cheating themselves when they shirk their lessons.—*From "Guy's Self-Will."*

CHARLES READE, the novelist, died in London, Friday, April 11, in his seventieth year. Mr. Reade's novels are characterized by pleasing narration. He knew intuitively how to arrange dramatic points and effective incidents, so as to make the interest culminating, but he lacked the broad sympathy and exhuberant fancy of Dickens, the deep insight and philosophical power of George Eliot. His best works are "Peg Woffington," "Christie Johnstone," "Cloister on the Hearth." He has written some dramas, one of which, "Gold," was brought out in 1843. Mr. Reade was always very indignant over any act of injustice, some of his novels dealing especially with existing social and political evils and urging reform. It is said that he was passionately fond of dumb animals. He had a dog which half a dozen times a day would jump on his table as he was writing, hold out one paw and patiently wait until its master had gravely shaken it and pronounced the formula: "How do you do, sir? You must excuse me to-day, as I am very busy," when the dog would jump down and walk away. Mr. Reade was a brilliant conversationalist and the soul of generosity. Many people owe their health, reason, and means of livilihood to Charles Reade.

For the SCHOOL JOURNAL.

GEMS FROM PAINE.

"The opinion is very generally entertained that there is no Science of Education, that is, that there are no fixed principles for the guidance of the educator's practice. It is generally admitted that there is a Science of Medicine, of Law, of Theology; but it is *not* generally admitted that there is a corresponding Science of Education."

"There is a Science of Education, that is, there are principles derived from the nature of the mind which furnish laws for the educator's guidance. There is an Art founded on the Science, which will be efficient or inefficient in proportion to the educator's conscious knowledge of its principles."

"To move onward in the grooves to which they had been accustomed in their school days, or if more intelligent, to devise methods of their own, without any respect to the experience, however enlightened, of others, was, and is, the general practice among teachers. For them, indeed, the great educational authorities, whether writers or workers, might as well never have existed at all Teachers as a class, are so contented with themselves and their own methods of teaching that they complacently believe, and act on the belief, that they have nothing at all to learn from the Science and Art of Education. The worst teachers are generally those who are most satisfied with themselves, and their own small performances."

"The teacher may know a subject without knowing the best means of making his pupils know it too. He may be an adept in his subject, but a novice in the art of teaching it—an art which has principles, laws, and processes peculiar to itself. A man profoundly acquainted with a subject, may be unapt to teach it by reason of the very height and extent of his knowledge. His mind habitually dwells among the mountains, and he has, therefore, small sympathy with the toiling plodders on the plains below. The difficulties which beset their path have long ceased to be a part of his own experience. He cannot then easily condescend to their condition, place himself alongside of them, and force a sympathy he cannot naturally feel with their trials and perplexities."

"Who is to guarantee dogmatically the absolute soundness of a given method of teaching, and if any one comes forward to do this, who is to guarantee the soundness of his judgment. We might evolve the principles of medicine from the general practice of medicine, or the principles of engineering from the general practice of engineering, we cannot evolve the principles of education from the general practice of education as we actually find it. So much of that practice is radically and obviously unsound, so little of sequence and co-ordination is there in its parts, so aimless generally is its action, that to search for the Science of Education in its ordinary present practice would be a sheer waste of time. We should find, for instance, the same teacher acting one day and with regard to one subject, on one principle, and another day, or with regard to another subject, on a totally different principle, all the time forgetting that the mind really has but one method of learning so as really to know."

"We recognize the baby as a practical inquirer after knowledge for its own sake. But we further see him as a discoverer, testing the properties of matter by making his own experiments upon it. He knocks the spoon against the basin which contains his food; he is pleased with the sound produced by his action, and more than pleased, delighted, if the basin breaks under the operation. He throws his ball on the ground, and follows its revolution with enraptured eye. What a wonderful experiment it is! How charmed he is with the effect he has produced! He repeats the experiment over and over again with unwearied assiduity. The child is surely a Newton, or a Faraday in petticoats! No, he is simply one of Nature's ordinary pupils inquiring after knowledge and gaining it by his own unaided powers. He is teaching himself, under the guidance of a great educator. His self-teaching ends both in the acquisition of knowledge and in the invigoration of the powers for further acquisition."

WHY DO CHILDREN DISLIKE HISTORY?

It has always seemed to me creditable to the brains of children that they dislike what we call the study of history. It is surely unfair to blame them when they certainly like it quite as well as do their parents. The father brings home to his little son, from the public library, the first volume of Hildreth's "United States," and says to him, "There, my son, is a book for you, and there are five more volumes just like it." Then he goes back to his *Sunday Herald*, and his wife reverts to "But yet a Woman," or "Mr. Isaacs;" both feeling that they have done their duty to the child's mind. Would they ever read through the six volumes of Hildreth consecutively for themselves?

Yet it needs but little reflection to see that no study is in itself, apart from the treatment, so interesting as history. For what is it that most interests every child? Human beings. And what is history? The record of human beings, that is all.

We are accustomed to say, and truly, that every child is a born naturalist. But where is the child who would not at any time leave the society of animals for that of human beings? Even the bear and the raccoon are not personally more interesting to the country boy than to hear the endless tales of the men who have trapped the one and shot the other. The boy by the seaside would rather listen to the sailors' yarns than go fishing. Even stories about animals must have the human element thrown in to make them fully fascinating; children must hear not only about the wolf and his den, but about General Putnam who went into it; and they would rather hear about Indian wars than either, because there all the participants are men. The gentlest girl likes to read the "Swiss Family Robinson," or to dress up for a "centennial tea-party." But early Puritan history is all "Swiss Family Robinson" with many added excitements thrown in; and the colonial and revoluntary periods are all a centennial tea-party. If we could only make the characters live and move, with their own costume and their own looks, in our instruction, they would absorb the attention of every child.

It is idle to say, "But children prefer fiction to fact." Not at all; they prefer fact to fiction, if it is only made equally interesting. Tell a boy a story which he supposes to be true, and then disclose that it is all an invention. If the boy preferred fiction to fact he would be pleased. Not at all; he is disappointed. On the other hand, if, after telling some absorbing and marvellous tale, you can honestly add, "My dear child, all this really happened to your father when he was little," or "to your respected great-grandmother," the child is delighted.

In truth, the whole situation, in respect to history, is described in that well-known conversation between the Englishman and the play-actor. "Why is it?" asked the clergyman, "that you who represent what everybody knows to be false obtain more attention than we who deal in the most momentous realities?" "It is," said the actor, "because you represent the truth so that it seems like fiction, while we depict fiction in such a manner that it has the effect of truth."

The moral of it is, that the fault is not in the child, but in us who write the books and teach the lessons. History is but a series of tales of human beings. Human beings form the theme which is of all things most congenial to the child's mind. If the subject loses all its charms by our handling, the fault is ours, and we should not blame the child.—T. W. HIGGINSON, *in Methods of Teaching History.*

EDUCATION AND THE INDIANS.—A number of the Iroquois on the Caughnawaga Reserve assembled at one of the farm-houses the other day, at which various matters of local interest were discussed. One of the old chiefs, Asenasse, delivered a speech in which he denounced these go-ahead times. Education, he said, was the greatest curse that had ever fallen upon the tribe. One charge he made against it was that it made rogues of its victims. He spoke most scornfully of parents who allowed their children to learn to play the piano.

TEACHERS' INSTITUTES.

BY PROF. JOHN OGDEN, Washington, D. C.

1. How shall we improve the schools?

By improving the teachers. There is more in the teacher than in the method.

2. How can we best train the great army of new teachers that every year recruit the ranks of the profession?

By establishing normal training schools suited to their wants.

3. Can the Teachers' Institute supplement the Normal School in this training, or take its place where the latter does not exist?

The full answer to the first of these questions lies in the solution of the other two.

A careful and somewhat extended study of this whole subject has led to the following conclusions:

1. That Institute work can be rendered much more efficient than it now is, not only in awakening a more general interest in school improvements, but in the actual training of the teachers for the schools.

2. That these Institutes should not confine themselves to the academic work, and the mere platitudes of education—the same things over and over again from year to year—but that a Progressive Course of Lectures and Practice can be so planned and presented as to awaken and perpetuate an interest in the study, and even the practice of those principles and methods which constitute the ground work of the profession.

3. That the time has certainly come when teachers can afford to lay aside the parsing of nouns and verbs, their catch questions and conundrums in arithmetic, and the like, and devote themselves, in good faith and solid earnest, to the systematic study of what we all know to be of vastly more importance, viz.:

1st. How to organize and conduct schools on the most improved plans.

2d. How to study the child wants, making it the only basis of method.

3d. How to adapt all instruction and training to the nature of that want, independent of any traditional usages. These are the acknowledged educational problems of the age.

THE APPROACHING STATE SUNDAY SCHOOL CONVENTION.—The New York State Sunday School Association hold its twenty-ninth annual meeting at Oswego, June 3-5 next. This organization accomplishes much for the children and youth of New York, especially in the poorer and most destitute sections. But men and means are largely needed, and it is desired that our Sunday Schools and Churches send representatives to the convention to discuss the interests of this great work. The missionaries in their travels find many cases of destitution and ignorance. In Cayuga County, a missionary found a woman "who had not been in Sunday School or Church for seventeen years, and she had a grown up daughter who did not know what Sunday School meant." In a place in Steuben County, a day school was found where "the teacher, a girl not over sixteen, sat with sewing-work in her hand, but no scholars. She had seven names on the register but frequently passed the day with no one present." In Oneida County, the missionary traveled eight miles through a thickly-settled section with numerous hotels, but no Sunday Schools.

THE POET TENNYSON.—Baron Tennyson, of Aldworth, in the County of Sussex, and Freshwater, in the Isle of Wight, took his seat with the accustomed formalities. The noble lord, who wore scarlet and ermine robes, was introduced by the Duke of Argyle and the Earl of Kenmare (Lord Chamberlain), and attended by the Gentlemen Usher of the Black Rod and Garter, King-at-arms. The royal letters patent creating the title having been read by the clerk at the table, the new peer took the oath and subscribed the roll, after which he was conducted in the usual manner to a seat on the Baron's bench. Having remained there a few moments he was escorted through the House to the Lord Chancellor, who shook hands with him, and he then withdrew to the robing-room.

THE SCHOOL-ROOM.

For the SCHOOL JOURNAL.

ON TEACHING READING.

BY MISS MARY A. SPEAR,

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The little child's first day in school is an eventful one. He is to become acquainted with new and strange surroundings, with companions and teacher. The first thing to be done is to put him at ease—to draw his attention away from himself and interest him in something. The teacher tells him a story, then leads him to talk about things in the room, about his home and things he has there. As soon as his shyness has worn off the teacher proceeds to give him a reading lesson. Suppose he chooses to give one about a hat. The child must see the hat, handle it, and regard it attentively in order to get an idea of it. He must next be able to express the idea by the spoken word; this he has already learned at home. Now he is to learn a new form of expression; the written word, *a hat*, is written upon the blackboard, and he understands that it represents the name of the object as well as the spoken word. The teacher writes it in several places, and he recognizes it and associates it with the object. He tries to write the word and to draw a picture of the hat. Soon another object is presented, and another word taught in a similar manner. There has been no lack of interest yet; not much merit on the part of the teacher in this, for seeing and recognizing a written form, handling the crayon, trying to produce this form himself, and drawing the picture on the blackboard, are all new work to him, and he enjoys it. Another day another object is shown and the written word presented. Each day all the words which have been previously taught are reviewed, but now there is not as much delight in seeing the word *hat*, and telling what it is, as there used to be. Why not? the object is just the same; we make a picture of a hat, and write hat as we did before, but the children are not so interested. This is true of the other words that have been learned. The pupils are really aroused and active, mentally, only when a new word is to be taught and a new object is brought before them; the interest then awakened does not allow much credit to the teacher, for children regard all new objects with attention until they are satisfied or weary of them. Upon the presentation of a new object some thought is awakened which they like to express. Thus if bird is to be taught and a bird is shown them they at once recognize it as being similar to some other bird they have seen, and they recall that bird in the relations and conditions in which they saw it. There is a *thought* awakened, and they wish to express something besides the mere *name* of the object. They are craving a written thought instead of a written word. Let them take an object and present it to the teacher, saying, "This is a bird," or "Here is a bird," or, holding it in the hand, "I have a bird." These sentences are written on the blackboard, and they are pleased to read them. Another kind of sentence brings the imagination into activity. The bird is put out of sight, it is gone, where? Perhaps it is flying in the air, or swinging on the bough of a tree, or resting on the fence, or hopping on the ground, or feeding its young in its nest, and many other things they will think of. The sentence, "The bird is on the fence," is then written, but they do not know the written form for fence, so instead of the word a drawing is made, and they are delighted to read the sentence. Those who have used First Readers, where pictures are introduced into the sentences, know how pleased children are to read such stories. Other object words, which have not been learned, may be treated in the same way, introducing a picture instead of the written word. There will be new interest and enthusiasm in the class as soon as sentences are introduced. Every child feels as if he was reading a story or sentence that he has helped to create. The sentence which each gives to be written he considers his own. They may exchange sentences with one another, and then each is interested to know if the one to whom the sentence is given can read it correctly; if he cannot, then the maker must assist him. This makes reading a pleasure.

Sometimes in reading short, disconnected sentences in the first part of the First Reader, a pupil will read with an emphasis or inflection that gives a different meaning from that which the teacher or other members of the class would give. Should the teacher read the sentence for them, or allow them to give it in their own way? One day we had in a lesson this sentence: "Here is a fish; do you see it?" I asked Johnnie to read and he emphasized the word *you;* I wished to have the emphasis on *see*, and I called the attention of the children to the picture at the top of the page; I tried to have Johnnie understand how I would interpret it, but he did not seem to see it as the others did. I asked Willie how he would read it and he emphasized *see*.

When I was a pupil we were told to emphasize certain words; to give the rising inflection to this one and the falling inflection to that one. The result was that each member of the class read, or went through the reading lesson in almost exactly the same manner as every other member of the class. Now would it not be a dreadful thing for me to allow one child to emphasize *you* and another *see*? Of course it would. So I asked Johnnie to listen to Willie's reading and try to read as he did. Johnnie tried, and after much patient labor he thought he succeeded. He evidently gave his whole heart and soul to the thought that he was to pronounce the word *see* with more force than any other word in the sentence, for he did so, and it reminded me so much of the A B C reading of long ago, that I determined hereafter to have each one give expression to his own thought or conception of the meaning of the sentence. It was because there was a difference of thought between these two children, that there was a difference in expression.

If in the higher grades, where it is essential that the pupils get the author's meaning, and the thought expressed in the book, they fail to do so, questions and suggestions should be used to lead them to see it as the writer saw it—to make his thoughts their thoughts. When they have the right conception of the thought of the author they will express it correctly just as readily as they express their own thoughts.

After all the time spent in learning to read, of what use is it? How will it benefit the children? People say they read to get information; they take the morning newspaper and spend half an hour or an hour reading it; if, in the afternoon of the same day, those same people were asked what they had read three-fourths of those who had spent half an hour in reading in the morning could tell all that they remembered in five minutes or less. People, too, spend hours and hours in reading books, and with the same results.

Children should be trained to recall that which they read. After the reading lesson a language lesson should be given, either the same day or the next day, and the children should state what they have been reading. Let them ask questions of each other about the lesson. Such conversations carried on politely and orderly tend to cultivate the talent for conversation, which is usually left entirely to chance, although it is one of the most social and intellectual of talents. These exercises, if encouraged through school-life, would in course of time raise the tone of conversation in society—something which is much needed—or the art of conversation will soon be among the "Lost Arts."

Sometimes the pupils should write about what they have read, giving an abstract or synopsis of the lesson. In some lessons they may write a description of a certain person mentioned in it, giving their idea of his appearance and character: other days they may write descriptions of places.

THE JOURNAL *needs nothing more than a little of the earnest personal help of its friends to give it a much larger subscription list for* 1884 *than it had in* 1883. *It will make every school-room it enters a better one, in many cases tenfold better.*

For the SCHOOL JOURNAL.

SCHOOL RECEPTIONS.

(CONTINUED FROM APRIL 5TH.)

If more gestures are to be introduced, the teacher can mark them with a pencil, and let the pupil practice them by himself and make ready for the next rehearsal. He cannot spend much time with individuals at this general rehearsal.

The next speaker will take less time, the gestures will be marked, some criticism will be made, and the next will succeed, and so on. The criticisms and suggestions of the pupils should be invited, for the teacher, knowing the character of the pupil, is apt to overlook the lack of grace in the demeanor; but these an audience will be the first to see. A teacher had a most amiable and studious pupil, who recited a piece, as he thought, in good taste. But one of the audience present said, "Hannah recited the piece well, but she did not know what to do with her hands; they seemed to be in her way."

The tone of voice, and the general loudness and the rate, should be criticised. In fine, the teacher should look on as an outsider, and remove what tends to mar and add what tends to please.

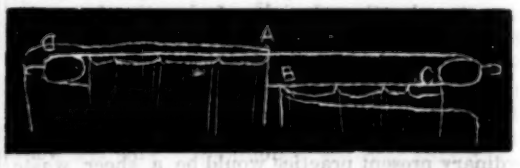
As a rule, one hour and a half is long enough for the exercises, but if they be very interesting an audience may bear two hours. To accomplish this, every pupil should be timed, the exact number of minutes for each piece should be known. On this as a basis the program can be constructed.

THE PLATFORM OR STAGE.

A platform is generally built, and pains must be taken to have it large enough if dialogues are to be spoken. The custom of putting dignitaries on the stage at exhibitions is now generally laid aside. They can be seated at each side and in front. The height of the platform depends on the size of the room; for one that will hold 400 people three feet is enough. It must be high enough to allow those in the back part of the room to see the performers. An easy way to construct a platform is to use empty boxes for a foundation, on which floor-beams are laid: everything must be made secure. Back of the platform either a motto may be suspended or drapery hung; this last is usually constructed of flags.

A CURTAIN.

A curtain is often very helpful, especially if the dialogues have several scenes. To construct this, obtain pulleys at the hardware store and screw into the walls. Pass around these a strong cord. From



the middle of the top cord to the left wall (*A* to *D*) hang one curtain; from the middle of the bottom cord to the right wall (*B* to *C*) hang the other. Cheap brass rings are easy to get. Fasten the ring at *A* to the cord; also at *B*. By other cords and other pulleys the curtains can be run back and forth with perfect ease. They will only be used, of course, for the dialogues. Greenish-colored cambric is the material to be used, and a little "green-room" can easily be constructed at the left (the audience's left, if possible) of the stage.

All having been arranged, it is well to have a final rehearsal ("dress-rehearsal," so-called), the teacher playing audience, and adding a suggestion here and there. This will usually take place on the same day fixed for the Reception. Now is the time to encourage; it is too late for fault-finding. *Encourage*, ENCOURAGE, ENCOURAGE! If a pupil on this rehearsal shows that he does not know the piece, or cannot present it properly, leave him out until another time. If his name is printed on the program, announce his name and say "excused." A parent would rather his child be left off if he cannot make a creditable appearance; the blame for not making such an appearance will be laid on the teacher.

MUSIC.

Nothing has been said about music, but this is essential—in fact, many a poor exhibition has been saved by good music. The pupils can learn some new songs, or they can present those they have sung at school; they will be new to the audience in most cases. A song of welcome, and a song referring to home will properly begin and close the performance.

PROGRAMS.

If possible, programs should be printed; if not, by the multiplying tablets, very neat ones can be produced that will answer every purpose. For an audience of 500, 100 programs will be found sufficient, though more would be better.

ASSISTANT PUPILS.

It is the custom of many teachers to have the exhibition given by the school or by a literary society in the school, and it is a custom to be commended. The matter may be managed as follows: (1) The teacher proposes the school shall give the reception, and asks the school to take the matter into consideration. Some pupil will move the appointment of a chairman; this is seconded; the pupil puts it to vote; the chairman asks for a secretary; one is elected; the chairman asks, "What is the business before the meeting?" The teacher states it; it is debated; a committee is appointed to make a report; at the time of the report (if favorable) an executive committee is appointed to make arrangements. This committee issue the invitations. They either print these or produce them on the multiplying tablets. They are enclosed in envelopes and directed to the ones whose presence is desired. As some difficulty might arise, the teacher should see that all proper persons are invited. In this way any overcrowding can be avoided, and a select character given to the exercises. A person will be appointed to take up these invitations at the door.

The executive committee should appoint ushers, who should be designated by a ribbon in the button-hole of the coat; these ushers should seat the visitors, giving places in front to the School Board, the clergy, those in official position, members of the professions, and to those who have attained a social standing.

The teacher while employing his pupils as much as possible, will take the control of matters, keeping an eye on all things, but not exhibiting anxiety. The cheerful aid rendered by his pupils will be noticed and commented on.

THE EXERCISES.

The first thing on the program is usually music; this may be vocal or instrumental. In some places this is followed by reading of the Scriptures or prayer, but of late years it has become customary to omit any religious exercises, and to treat the occasion like the "entertainments" so common in a community. Hence the music is followed by an opening piece—a "salutatory." This is a welcome to the public, and it should be short and spirited. The exercises are now in motion. The usual plan is for the teacher or president of the School Board to call out the various performers (for this purpose using the program). In other places the teacher starts the exercises be announcing, "The exercises will open with music," and then without further calling every speaker comes to his place in accordance with the program. At the close it is usual for the teacher to thank the audience for their attention, and then announce "The exercises will close with music."

SPECIAL OCCASIONS.

The Reception for Christmas is usually an elaborate affair. The walls are hung with evergreen stars and wreaths, and efforts are made to produce joyful feelings. The exercises should, at least part of them, have reference to the day that is close at hand. There are songs, recitations, declamations and dialogues fitted for this occasion.

Washington's Birthday is generally celebrated also, and for this there are songs and speeches specially prepared. Sometimes the Anniversary of the School is marked by exercises.

FRIDAY AFTERNOON.

Some teachers have recitations, declamations and composition work each week, say on Friday afternoon. The school is divided into sections, and one of these is called on each week. An hour can thus be passed very pleasantly. If these are well managed the pupils will like to attend and take part in them. What has been said about rehearsals applies to these "Friday afternoon exercises." The pupil should feel that he is to do well, that he must strive to be perfect. It is not difficult to gather out of these "Friday afternoons" the best, and thus hold a monthly "Reception." Let one thing be deeply impressed, *there must be much speaking and reciting if there is to be an attainment of excellence.*

For the SCHOOL JOURNAL.

A CLASS DIARY.

A record of the daily happenings at school is of advantage to teacher and pupil. It interests the the scholars, and occupies only a few minutes of each day. Let the teacher procure a blank book, with paper suitable for writing in ink. Then explain, in an interesting manner, its purpose, and ask the pupils to vote (on slips of paper) for the secretary for the coming week. A pretty badge will add to the importance of this position. At the close of each day make an opportunity for the secretary to write the events of the day. These may be read the following morning, or at the end of the week, at the discretion of the teacher.

The idea of keeping a record of school affairs was suggested to me by a diary several years old, and which is before me. The following are extracts:

Jan. 14th, 18—.

Mr. James thought it would be a good idea to have a secretary to write what occurred during the day at school, and I was elected. At the opening exercises this morning we sang "My Heavenly Home is Bright and Fair," and then we read 14 verses from the 22d chapter of Matthew. During the day Mr. James spoke of the proverb, "Beginning well is good, but to hold fast is better." E. H.

Jan. 15th.

School was opened as usual. Miss Marvin lost twenty-five minutes by being late; Miss Brewer was absent. E. H.

Jan. 17th.

To-day is very unpleasant; last night it snowed very hard, so the snow lies thick on the ground. There were only a few girls present. Those that were away lost a great deal, for we did not say many lessons. T. S., Secretary *pro tem.*

Jan. 19th.

I was elected secretary for this week. Mr. James told us this morning about education. He said there were three kinds: First, "Power to think;" second, "Something to think of;" and third, "An instrument to think with." He also told us about pictures, and said he wanted us to study pictures and become familiar with good ones. He said it is better to have one handsome picture than to have the wall filled with poor paintings. He also told us about loving nature. S. B.

Jan. 20th.

The girls were all here to-day except Miss Marvin and Miss Brewer. Mr. James spoke about our depending on ourselves; he said he would rather have us do one example a week and do it all ourselves than have a good many that some person told us how to do. S. B.

Jan. 23d.

Our teacher told us to-day of a gentleman who studied flowers for fifty years, and found 314 different kinds of grasses, which is remarkable from the fact that when you ask a person how many kinds of grasses there are they say three or four. S. B.

WE cannot base right action on impulses, for they are temporary and uncertain, as the house built upon the sand. The efforts of teachers should be to reach beneath impulses and stir the hidden springs of action, to awaken those high incentives to duty, which are to the child what lofty conceptions of beauty and genius are to the poet and the sculptor.—*Exc.*

QUESTIONS IN ARITHMETIC.

(These are selected from those given by the Regents of the State of New York to the pupils of academies and academic departments of the Union Schools, beginning with the year 1867.)

1. Write in figures each of the following numbers, add them, and express their sum in words: fifty-six thousand and fourteen thousandths; nineteen and nineteen hundredths; fifty-seven, and forty-eight ten thousandths; twenty-three thousand five, and four-tenths; and fourteen millionths.

2. What is the difference between $3\frac{1}{4}$ plus $7\frac{1}{4}$ and 4 plus $2\frac{1}{4}$?

3. In multiplying by more than one figure, where is the first figure in each partial product written, and why is it so written?

4. If the divisor is 19, the quotient 37, and the remainder 11, what is the dividend?

5. What is the quotient of 65 bu. 1pk. 3 qt. divided by 12?

6. Which one of the fundamental operations (or ground rules) of arithmetic is employed in reduction descending? Give an example.

7. In exchanging gold dust for cotton, by what weight would each be weighed?

8. What is the only even prime number?

9. How many weeks in 8,568,456 minutes?

10. To what *term* in division does the *value* of a common fraction correspond?

11. What is the product of a fraction multiplied by its denominator? Give an example.

12. What is the rule for the multiplication of decimals?

13. How is a common fraction reduced to a decimal? Give an example.

14. What is *ratio* and how may it be expressed? Illustrate by an example.

15. If 27 tons 3 qrs. 15 lbs. of coal cost $217.83, what will 119 tons 1 qr. 10 lbs. cost?

16. Find the cost of the several articles, and the amount of the following bill:

UTICA, October 1, 1866.

A. P. JEWETT to SAMUEL PALMER, Dr.

To 16750 feet of board at	$12.50	per M.	-	-	
" 1750 " "	24.00	"	-	-	
" 3500 " "	25.00	"	-	-	

Received Payment, $

SAMUEL PALMER.

17. What is the length of the side of a cubical box which contains 389,017 solid inches?

18. What is the present worth of the following note discounted at bank, and when will it become due:—

$100. ALBANY, October 11, 1866.

Ninety days from date, for value received, I promise to pay to the order of John Smith, one hundred dollars at the Albany City National Bank.

JOHN BROWN.

19. Involve $\frac{4}{5}$ to the 7th power.

20. What is the square root of .0043046721?

21. Sold $9\frac{1}{2}$ cwt. of sugar at $8\frac{1}{2}$ per cwt., and thereby lost 12 per cent., how much was the whole cost?

22. A person owned $\frac{4}{5}$ of a mine and sold $\frac{1}{4}$ of his interest for $1710: what was the value of the entire mine?

23. When it is 2 h. 36 m. A. M., at the Cape of Good Hope, in longitude 18 deg. 24 m. east, what is the time at Cape Horn, in longitude 67 deg. 21 m. west?

24. What is the cost of 17 tons 18 cwt. 1 qr. 17 lbs. of potash at $53.80 per ton?

25. Express in words the number 42567000129301.

26. Multiply five hundred and forty thousand six hundred and nine by seventeen hundred and fifty.

27. Give the rule for reduction descending.

28. How many steps of two and one-half feet each would a man take in walking a mile?

29. How is a whole number reduced to a fraction of the same value having a given denominator?

30. What is the value of $\frac{1}{2}$ of $\frac{2}{3}$ of $\frac{3}{4}$ of $\frac{4}{5}$ when reduced to a simple fraction of the lowest terms?

31. Give the rule for reducing several fractions to equivalent fractions having the least common denominator.

32. Add $3\frac{1}{2}$ to 4 21-38.

33. Write in figures, two and six hundred-millionths.

34. Reduce 1375-8836 to a decimal.

FOR THE SCHOLARS.

For the SCHOOL JOURNAL.

THE S. P. R.

DIALOGUE FOR THREE GIRLS.

SCENE FIRST.

(*Fanny seated on a platform reading. Enter Ellen and Susan.*)

Fanny (*jumping up and throwing the book in a chair.*) O girls, I'm so glad you've come. Aunt Mary gave me a stupid old book to read, and I am tired out. I only read it to please her.

Susan. What is it?

F. Oh, a book on politeness. It tells you how to sit and how to stand and what to say and what not to say. I should be a perfect block if I tried to follow all those rules.

Ellen (*who has picked up the book and opened it.*) Why, I think these rules are very good. They are what everyone ought to know. (*Reads*), "Don't pick your teeth or clean your nails in company—"

F. O! why, I know enough not to do any of those disgusting things. But it's those other things that I can never remember. Here are some of them. (*Takes the book and reads:*) "Answering questions put to others; beginning to talk before other people are through; receiving a favor without expressing gratitude." I am constantly doing those things; I never stop to think until afterward.

S. I'll tell you girls what let 's do. It 'll be real fun. Let 's form a society. O, I think secret societies are splendid. We'll call ourselves the S. P. R.; that will mean Society for the Prevention of Rudeness, and we won't let any one join but those that don't do anything rude.

F. I'm afraid we shouldn't have many members then. You'd have to count me out.

S. No, now! Wait till I tell you. (*All sit down facing each other.*) We three 'll start the society. We 'll wear blue badges with S. P. R. worked on them, and the girls 'll all want to know what they're for. Then we'll tell them that we have formed a society, and on a certain day we'll have a meeting and all the girls can come in and stay five minutes. Then they must go out and we'll vote those in that didn't do any thing impolite while they were in.

F. (*clapping her hands.*) O! that 'll be just splendid! Won't it Ellen?

Ellen. Yes, capital! Go on, Susan—what else?

S. Well, then we'll call in those that we vote in, tell them what the name of the society is, and make them solemnly promise not to tell. Those that don't get in will be dying to know what the reason was, and we'll tell them that it would be against the rules of the society to take them in now, but we'll hold another "reception," (we'll call those five minutes our receptions) and perhaps we can take them in then.

E. That 's a very good idea, Susan, but we'll have to have some rules to go by, or we shall do some one injustice.

S. O yes, we must have a president and a constitution.

F. Let Ellen be president.

S. Yes, and you (*to Fanny*) Secretary.

E. And you (*to Susan*) must be the committee to draw up the rules.

S. Very well; I'll write them all off and "report at the next meeting," as they say.

F. Aunt Mary's book will come in just right won't it? (*Taking up the book.*)

S. Now, let 's go and make our badges. (*All walk towards the door talking.*) I've got some lovely blue satin ribbon that 'll be just the thing.

F. And I have some of that old gold silk left that I worked my—— (*Exit talking.*)

SCENE SECOND.

(*Fanny, Susan and Ellen with badges on, arranging chairs on the platform.*)

E. Now, if the society will come to order we will listen to the committee's report. (*All seat themselves.*)

S. (*reads from a paper*) "This society shall be known in public as the S. P. R., to members as the Society for the Prevention of Rudeness. The rules of this society forbid any member (1) to use slang; (2) to be disrespectful to elders; (3) to interrupt when others are speaking; (4) to push or crowd or pass in front of another without apologizing; (5) to whistle, hum, or drum in company, to laugh loudly, or act boisterously; (6) to ridicule people, or make unkind remarks about them or to them; (7) to pry into other people's affairs; (8) to repeat scandal; (9) to show irritation; (10) to be untidy in person or dress.

"A member breaking any of these rules must absent herself from the next reception.

"The society shall have an election of officers every four weeks; it shall hold regular meetings every week, also five minute receptions for the purpose of ascertaining the qualifications of persons who wish to become members.

"Any one may become a member of the society who breaks none of the rules during a reception, and who promises not to reveal the name of the society or the method of admitting members."

E. Those are good, Susan. Are we all agreed about adopting this constitution? Then we'll invite in the girls.

F. (*opens the door and states to those outside:*) "The S. P. R. is ready to hold a reception; all who would like to become members are invited to attend.

(*A dozen or more girls enter, walk around the schoolroom, talk and laugh as at a general school recess. All are anxious to find out the secret of the society, and question the three members. After a few minutes Ellen rings the bell and announces.*)

E. Ladies—The time has come to close the reception. The society has a secret means of finding out who are worthy to become members, and after you are gone out we'll announce to you the names of those who will be admitted.

(*All withdraw except the members.*)

S. Well, now who shall we let in?

F. Not Alice Murphy, for one; she broke rule three all to pieces.

S. Nor Mamie Scrafford—she was too inquisitive.

E. Lill Stephens? She didn't break any of the rules.

F. No; I don't think she did. Put her down. (*Susan writes.*)

E. And Mabel Turner?

F. No; she kept drumming on the table, didn't you notice?

E. No. Well, how about Helen Myers?

S. O, she laughed too loud, and so did Marion Grey?

F. O, I don't think Helen was boisterous. She was funny, but she didn't laugh as loud as Marion did.

E. No, I'd put Helen down, and Bessie Blake.

F. O yes, little Bessie, she didn't break any rule.

S. Abby Wells?

F. No; she walked directly in front of Helen to look at my badge.

S. Clara Fry broke rule six, did you notice?

E. Yes, and Grace got angry with Carrie.

F. And Carrie talked unkindly to her. I guess Lill and Bess and Helen are the only ones we can admit.

E. Well, that 'll do very well for a beginning. Call them in.

F. (*opens the door and calls:*) Lill Stevens, Helen Myers, and Bessie Blake are deemed worthy to become members of the S. P. R. They may walk inside. (*Enter Lill, Helen and Bessie.*) Walk right up to the platform and take a seat, girls.

E. (*rising and placing chairs for them.*) Girls, it gives me great pleasure to inform you that the S. P. R. has voted to receive you, provided you promise to abide by its rules and keep its secret.

H. But we want to know the secret first.

S. O no, you must promise solemnly never to tell before we can trust you with it.

L. Well, I promise. I know it must be good if Ellen favors it.

B. I'll promise never to tell.

H. Well. I'll promise. What kind of an oath must we take?

B. Just your word is all we ask. Susan, you may explain it to them.

S. Well, S. P. R. means the Society for the Prevention of Rudeness. Ellen is president. The rules are ten rules of politeness; you may each have a copy of them when we get them written.

H. O why, that 's fine, but why were we three the only ones admitted.

S. O I forgot to tell you. Those who don't break any of our rules during the reception are admitted, and all but you three did.

E. O what a compliment to us! Come girls we must make a bow. (*All rise and bow to the president.*)

F. And here are your badges *pinning them on.*) Now you are full members of the S. P. R.'s, entitled to all the rights and privileges of the society, etc., etc.

E. Is there any further business before the society? If not a motion to adjourn will be in order.

H. I move that we adjourn.

F. I second the motion.

E. 'Tis moved and seconded that we adjourn; all in favor of that manifest it by saying "I."

All. I, I.

(*Exit all, talking at once about the society and the girls, etc.*)

SIGNS OF A HARD SEASON.

FOR DECLAMATION.

There are some signs of a hard season that are never known to fail.

When the man who owes you declares that his family has the measels and you must call next week;

When the man that *you* owe insists that he can't wait another day;

When your shoes are way down at the heel and your shoemaker informs you that leather costs money;

When your hair has grown so long that you have to tuck it in your collar, and your barber says he does a cash business only;

When all your friends are "Sorry, my boy, but I can't spare it just now;"

When your best girl asks you what has become of your watch, and why you never take her out to concerts now;

In short, when you are teetotally, everlastingly, utterly "dead broke"; out of cash—

Then it is sure to be a hard season.

GOLDEN THOUGHTS.

[These can be used by the live teacher after morning exercise, or they can be written out and distributed among the class, one may be written on the black-board each day.]

LIFE is a lamp exposed to the wind.—CANARESE.

RICHES diminish, wisdom increases by use.—ARABIC.

PEOPLE'S intentions can only be decided by their conduct.

LAZINESS travels so slowly that poverty soon overtakes him.—FRANKLIN.

WE ought to be contented with what we have, but never with what we are.

To make the most of the good and the least of the evil of life is the best philosophy of life.

THE greatest glory consists not in never falling, but in rising every time we fall.—CONFUCIUS.

IT is hard for an empty bag to stand upright, and harder yet for an empty mind to be bright.

How far that little candle throws its beams!
So shines a good deed in a naughty world.
—SHAKESPEARE.

A CHEERFUL temper, joined with innocence will make beauty attractive, knowledge delightful, and wit good-natured.

WHAT CONGRESS IS DOING.

The Senate passed the Naval Appropriation bill with amendments, and the Post Office appropriation bill, which appropriates about $49,000,000 for that office, and considered the Bankruptcy bill.

The House passed a bill creating a Bureau of Labor Statistics, and 28 Pension bills; considered the Pension Appropriation bill, and began work on the Tariff bill.

A bill to provide a commission to investisate the alcoholic liquor traffic is reported to the Senat for consideration next week.

NEWS OF THE WEEK.

April 15.—The French campaign in Tonquin ends with the capture of Hong-Hoa.

April 16.—Spanish papers accuse the U. S. of a want of proper vigilance in permitting the departure of Auguero's expedition fro n Key West. President Arthur has recommended Congress to remove Collector Wickers, upon alleged collusion with the filibusters.

April17.—Mexico is negotiating with the representative of the Franco-Egyptian Bank for a loan of $20,000,000.—A riot occurred in Wilkesbarre, Pa., between Polish and H ungarian miners.

April 18.—El Mahdi is completely hemmed in by Tegaba tribes, by whom he has been twice defeated.—Plans are being prepared for the new Croton Aqueduct.

April 19.—A Ku-Klux faction in Georgia have sent warnings to about 20 citizens of Prendergast, but have been openly defied by the citizens.

April 20.—Gen. Gordon proposes appealing to the millionaires of England and the U. S. for assistance.

April 21.—450 fugitives, men, women, and children, on their way to Berber, were massacred by the rebels.—Auguero is entrenched among the swamps of Zapata, from whence he can issue for depredations, and can only be captured by a strong force.—It is proposed to start a lace factory at Wilkesbarre, Pa.

[Subjects for investigation: Review of Tonquin campaign; the Franco-Egyptian bank; Croton Aqueduct; Ku-Klux; lace manufacture.]

THERE are no snakes or water-rats in Ireland. The reason is supposed to be this: During the early period when the animals were spreading over the surface of the globe, Great Britain and Ireland were united to each other and to the Continent of Europe, but gradually the land sank until the narrow belts where now the straits are were submerged, The animals had reached England by this time, but all had not yet crossed to Ireland. The wolf, fox, and hare, and other sprightly animals had crossed, but the slower creatures, including the vipers, were yet on the way when the water flowed over the belt and shut them out.

EDUCATIONAL NOTES.

NEW YORK CITY.

The April reception of the Teachers' Association was given at Steinway Hall, April 19th. The entertainment consisted of readings by Ida Serven, and performances by the Royal Hand-Bell Ringers and Glee Singers.

ELSEWHERE.

CONN.—The abolition of school districts is being agitated by the Connecticut Council of Education. It is proposed to consolidate small county schools and hire better teachers. Sixteen towns have already abolished the district system.

ILLINOIS.—The Broome Co. teachers held their annual institute at Belvidere the week commencing Mar. 31. State Supt. Raab was present on Tuesday, and Col. Parker lectured on Friday evening on "Common Sense in the School-room."

MASS.—In the Salem Normal School there is a class of girls learning carpentry. Their teacher is the principal of the school, Mr. Hagar. Last year a Maine girl, a graduate of Vassar, re-shingled her father's house and built a porch, just for the fun of it.

BOSTON.—The city maintains one Normal, ten Latin and High, fifty-one Grammar, and 404 Primary schools. Besides these the following special schools are maintained: one for deaf mutes, two for licensed minors, an evening High school, thirteen elementary schools, and five evening drawing schools.

Ark.—J. F. Howell, Prest. of the State Teachers' Association, is trying to get a delegation of teachers from the counties to attend the next meeting of the association to be held in June at Morillton. He has issued a circular to the county examiners urging them to appoint teachers' meetings in their respective counties, for the purpose of awakening an interest and appointing delegates.

N. Y.—The annual session of the Dutchess county Teachers' Institute is to be held at Poughkeepsie, N. Y., for one week, commencing Monday, April 28, 1884. Conductors: Dr. J. H. French, Prof. J. Johonnot.

N. Y.—The meeting of the State Teachers' Association will commence at Elmira on Wednesday evening July 9th, and close Friday evening July 11th. A large delegation is expected from the western part of the State. How about the eastern?

IND.—The third annual session of Prof. Hailman's Summer Institute will be held at LaPorte, Ind., commencing July 21st. Special attention will be given to elementary reading and Frœbel's occupations in primary work, with particular reference to arithmetic, drawing, and manual training. Daily lectures will be given on psychology, and on the principles and methods of the "New Education." Kindergarten teaching will be a leading feature of the Institute.

COLLEGES.—Prof. Wells Williams, the late Professor of the Chinese Language at Yale College, left in his will $5,000 to found a Chinese professorship, on the on the death of his sister; but, if there shall be no one eligible to the position, the money will apply to the educational expenses of any Chinese student entering Yale.—Harvard College has recently come into possession of the largest private collection of meteorites in the world. It was the property of Prof. J. L. Smith, and is valued at $10,000.—The University of Texas has an endowment of $5,250,000, and 1,000,000 acres of land.

NEW HAVEN.—An industrial exhibition was held in the Dwight school recently, which was attended by many visitors. The exhibits, 588 in number, were arranged on tables and on the walls the whole length of the upper hallway. One section was devoted to specimens of needle and fancy work from the girls, which surpassed in excellence seven-eighths of the similar work shown at the annual fairs of the state. There was also cookery exhibits of equal merit, and handsome book racks, easels, and other woodwork from the boys. This is all after-school work.

THE Boston Society of Natural History will open the Sea-side Laboratory, at Annisquam, about three and a half miles from Gloucester, Mass., during the coming summer, from June 20th to Sept. 1st, 1884. The purpose of the laboratory is to afford opportunities for the study of the development, anatomy, and habits of common types of marine animals. The work in the Laboratory will be under the care of Mr. J. S. Kingsley during June and July, and Mr. B. H. Van Vleck, assistant in the Laboratory of the Boston Society of Natural History, during August. Collecting implements and row-boats are provided, and opportunities for the study of living animals for original observations and investigations. Applications should be made immediately, and can be addressed to Alpheus Hyatt, Curator, Boston Society of Natural History, Boston, Mass.

NATIONAL EDUCATIONAL ASSOCIATION. *Railroad Fares to Madison.*—Arrangements have been made with the six Trunk Line Roads, leading from New York, to sell Round-trip tickets, at reduced, uniform rates, thus *affording a choice of routes*, for persons going to Madison, Wis., to attend the meetings of the *National Educational Association*, July 15-18. The prices of these tickets from the following important points, will give a good idea, also, of the prices from other places, east of Buffalo, Pittsburg, or Wheeling. Price of a ticket, good for the passage both ways, from either New York City, or Newark, N. J., $30.50; Newburg, Po'keepsie, Port Jervis, N. Y., or Trenton, N. J., $29,90; Albany, or Troy, $29.25; Philadelphia, or Wilmington. $28.30; Baltimore, or Washington, $27.40; Lancaster, Pa., $27.58; Harrisburgh, $27.08; Williamsport, Pa., $26.89; Altoona, $24.89; Hagerstown, Md., $27.05; Wheeling, W. Va., $19.25; Binghamton, N. Y., $25.85; Elmira, or Corning, $24,60; Hornellsville, $23.95; Salamanca, $20.50: Jamestown, $20.00; Schenectady, $28.75; Utica, $26.80; Syracuse, $25.50; Auburn, $25.40; Weedsport, $25.00; Lyons, $24.35; Rochester, $23.50; Avon, 23.35; Lockport, $22.25; Buffalo, $21.75. *Tickets good for return before Sept.* 1, but to be good must be duly stamped at Madison. Price of board at Madison will be from $1.50 to $2.50 per day at the hotels; and $1.00 per day at boarding houses, and at private residences. Numerous excursions, at very low rates have been arranged, to follow the close of the meeting—thus affording an unusual opportunity for teachers to visit places of interest in the great Northwest. For circular, address N. A. Calkins, 124 East 80th street, N. Y. City.

FOREIGN.

FRANCE.—The National Library contains 2,500,000 volumes. In the cabinet of manuscripts are 92,000 volumes and 144,000 French and foreign coins of all periods. The print collection numbers upward of 2,000,000 examples, kept in 14,500 volumes and 4,000 portfolios. A special gallery is reserved for the most costly books, which number some 80,000.

ENGLAND.—It is proposed to hold an International Health Exhibition at South Kensington, London, beginning in May next, the object of which will be to illustrate in as practical a manner as possible, food, dress, the dwelling, the school and the workshop, as affecting the conditions of healthful life, and also to bring into public notice the most recent appliances for elementary school teaching and instruction in applied science, art, and handicrafts.

RUSSIA.—A project is on foot to establish a number of primary schools for girls in Russia. Among the lower or middle classes in the cities are many young girls who desire an elementary education. The plan is to have elementary grades especially adapted to the wants of this part of the population. In Oct., 1882, a beginning was made, and the first superior primary school was established in St. Petersburg. The course of study covers four classes, and pupils are admitted between 9 and 11 years of age. The program embraces the following studies: Religion, the Russian tongue, arithmetic, geography, caligraphy, natural history, drawing, national history, geometry, singing and needlework. These primary grades are to be attached to the so-called "Empress Marie institutions."

SWEDEN.—At the ninth meeting of the Swedish Common School Teachers' Association at Upsala, Aug., 1883, 1,300 teachers were present. The subject of industrial training was earnestly discussed, and it was stated that handwork has already become a part of the course in 500 schools of Sweden. The object is to produce orderly methods, skill in use of the hands, close attention to business, to inculcate industry and energy, and a general interest in work for the work's sake. In one school work in wood is a specialty, and 100 models are used in the different steps leading up to the end of the course. There was a display of objects made by different schools. The finest specimens came from Stockholm, where about 370 boys receive industrial training three times a week—two and a half hours each time.

FROM Bona, in Algeria, it is reported that the Shebel Naibo, an isolated mountain 800 feet high, is sinking into the earth, there being round its base a deep hollow. It is believed that before long the mountain will entirely disappear. Elsewhere in the same region there now exists a lake which in Roman times did not exist. Researches have found at the bottom the ruins of a town. The lake is believed to have been there only about 1,000 years.

LETTERS.

The Editor will reply to letters and questions that will be of general interest, but the following rules must be observed:
1. Write on one side of the paper.
2. Put matter relative to subscription on one piece of paper and that to go into this department on another.
3. Be pointed, clear and brief.
4. Mathematical puzzles are not desirable.
5. Enclose stamp if an answer by mail is expected. Questions worth asking are worth putting in a letter; do not send them on postal cards.

LETTER FROM COLONEL PARKER.

NORMAL PARK, ILL., April 14, 1884.

In your paper of April 12th I noticed an article, "Lessons in Language," that contained a large number of grammatically incorrect sentences. The article is good, but the recommendation of the "Ed." surprises me, for I have generally read the soundest doctrine in your paper. The "Ed." says of these mistakes in language, "The teacher may write them on the blackboard, where they can be studied; the pupils should have little blank books in which these forms should be copied, as well as others that they may notice. These will train the *eyes of the pupil*; he must learn to criticise himself." (The italics are mine.)

Children learn the forms of language—both oral and written—entirely by imitation. The reason that they use incorrect language is that they have imitated the same. Reason does not enter into the learning of language until a late stage of study, if indeed there is any reason in it. Forms in speech are used because educated people use them. Now, an incorrect form makes just as distinct and lasting impression as a correct one. You and I make mistakes once in a while, not because we do not know the right forms and the rules, but because we have formed the habit. Put these forms on the blackboard, let the children copy them, and every word and letter made is stamping the inaccuracies deeper and deeper in their minds. There are some faults that do not need ready-made examples. It is just as proper and right to swear, steal, or get drunk, as examples for children "to copy on their slates," as to have them copy verbal errors. Every word mispronounced, every word mispelled fixes the form in the mind. I know the old belief, and have the best works on false syntax in my library, but I thought such nonsense had passed out of progressive school journals. The advocates of the plan are not wanting. I well remember hearing an old master urge the use of false syntax. "I would write it on the board," said he, with great stress, "and I would leave it there for the children to read and read, until they could remember every word. For," said he,

> "'Vice is a monster of such hideous mien,
> To be hated needs but to be *seen*.'"

With his arm swinging in mid air he stopped; the sentiment of the last two lines did not seem so very appropriate:

> "And seen *too oft*, familiar with its face,
> We first endure, then pity, then *embrace*."

I embrace this opportunity to make my first criticism on your paper.

F. W. PARKER.

[The suggestion at the head of the article was made at the request of a subscriber who had used the inaccuracies, and was intended merely to hint a method of employing them. In the course of study for the public schools of this city, for example, there is a direction for the correction of false syntax, and so in most cities. The plan of correcting false syntax is an old one, and hard to dislodge. With less and less faith in the efficacy of lists of inaccuracies (for pupils), there is a steady demand for them. Col. Parker states the principle so strongly that there is nothing more to be said. Let inaccuracies be noted by the teacher, and let these be stated to the class and the correct form given. The point is that *much* must be made of the correct form, and *little* of the incorrect one.—ED.]

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(1) Where can I get a book that contains the pronunciation of more geographical names than are found in the back of our geographies or Webster's Unabridged Dictionary, and what is the price? (2) Where can I get a pocket dictionary of Synonyms (only)? What is the price? H. B.

[(1) Lippincott's Pronouncing Gazetteer, $10. (2) Lee & Shepard, Boston, 50 cts.—ED.]

Please recommend to me some work in geography, suitable for a class who have completed Monteith's First Lessons. C. E. D.

[Swinton's Elementary; Ivison, Blakeman, Taylor & Co., New York, or Appleton's Elementary; D. Appleton & Co., New York.—ED.]

Please suggest some interesting and profitable morning exercises.

[Let our readers do this. Let us hear from fifty.—ED.]

Will "The Quincy Methods" be published soon? I think the time for which it was promised has about expired. J. G. F.

[It is now in the printer's hands. It has been delayed by the effort of the author to make it a complete work. The first chapter is "set up."—ED.]

Please tell me the author of the best work on "Mythology."

Evansville, Ind.

[There are several good works. Bulfinch's "Age of Fable" is excellent.—ED.]

EDUCATIONAL MISCELLANY.

THE ARCTIC EXPEDITION.

The Brooklyn Navy Yard presents a busy scene. Trucks of all sizes, loaded with supplies and provisions, come and go, and at early and late hours of the day long lines of workingmen file in and out at the gates.

In the provision storehouse the first floor is covered with heaps, pyramids and spreads of casks and kegs, ironbound, and filled with meats and fruits and vegetables of about every eatable kind, from the beef and tallow mixture called pemmican to oysters that are fried to a turn, and from cold Irish potatoes to currant jelly and raspberry jam. Each keg is labelled with the name of the steamer it is to supply, the name and quantity of the contents, and the words "First year" "Second year" to be used in the years designated. The quantity for each year is so large, however, that there is no doubt that if frozen in, Commander Schley and his men would not go hungry for three years. It is said that $200,000 worth of food has been contracted for.

On the upper floor of the storehouse are immense boxes of clothing for the men. Long red woollen stockings, short woollen foot mitts, long thick overstockings that lace up in the instep, and great sealskin boots, lined with lamb's wool, will clothe the feet of the men when on duty about the deck, a rubber slipper, with a sole like a door mat, going on over the boot, to keep the sole off the ice and the foot from slipping. The soles of the boots measure 5½ inches by 13. The trousers are made close fitting around the calf, so that they will slide into the boots easily. For trips across the ice, long-legged leather boots that lace in the instep and have ice-creepers on the sole are supplied.

There are deerskin suits and sleeping bags of the same material. The coats are made on the pattern of a shirt, with flabs in front and rear like a Chinaman's blouse. The ends of the sleeves are fitted close to the wrist. A hood comes up over the neck and head and buttons under the chin. The sleeping bag is a sort of close-fitting, flexible coffin, with a short slit from the hole that represents the face-plate down, and a fur flap to cover the hole. The slit is closed by buttoning one side over the other. The buttons are wooden toggles two inches long, and the buttonholes are loops of silk cord.

The spare clothing is packed in bundles by wrapping up several suits in paper and then placing them in hydraulic presses with pieces of oilcoth above and below. The bundles are then squeezed down to about one-fourth their original size, and the oilcloths are stitched together over the paper wraps. Then the seams are smeared over with white lead to make them air-tight, and a coarse canvass cover is stitched over all. Then on the outside of each bundle is painted the name of the ship for which it is intended, the contents of the bundle, and the words, "First year" or "Second year."

A gang of men in the boathouse are building the whaleboats and dories for the expedition. There are for each ship two boats 28 feet long and three 24 feet long. Side keels are bolted under the bilges of each boat, to serve as runners when the boats have to be transported over the ice. Stanchions two feet high are placed at intervals along the rail, by which canvas screens can be stretched to protect the men. Two masts, with triangular sails, that are easily hoisted or lowered for reefing, go with each boat. If the party is obliged to stop on the ice a mast can be laid on two stanchions amidships, where it will serve as a ridgepole for a tent that can be made of the sails.

One of the things that conveys an idea of what the men have ahead of them is the ice-saw. Blades of steel from ten to twenty feet long, three inches wide, half an inch thick, and with teeth two inches long and an inch deep, are supplied in abundance. The handles at one end are long enough for four men to get a handhold, while a crane of iron has an eye in it to which a rope can be secured to assist in jigging the saw up and down. It frequently happens that a crew can see an ice floe coming miles away. By sawing out a large space in one side of the floe beside which the vessel is moored or is sailing they can make a dock into which the vessel can be warped. The two floes expend their power on each other, while the ship rides in safety in the open space. Commander Schley will not depend on the slow work of the saw in case of immediate danger from a nip between floes, but will use, for the first time in the history of Arctic expeditions, gun-cotton cartridges for blasting out his harbors. A train of the cartridges, which are about 24x3½ inches large, can be laid around a space 500 feet long by 60 wide in a very few minutes. Electricity will explode the cartridges and pulverize the ice instantly, and then the vessel can steam into her harbor without difficulty. Each vessel will carry 2,000 cartridges.

The Bear is to sail April 24, and the Thetis will follow about ten days afterward.

NEW YORK CITY.

ORATORIO SOCIETY.—Miss Henrietta Beebe has been engaged for the performance of the "Seasons," May 9th (public rehearsal) and 10th (concert) at the Academy of Music.

PHILHARMONIC CLUB.—The last concert for this season occurred Tuesday evening, April 15th, at Chickering Hall, closing the series for 1883-'84 with success. Miss Jessie Pinney was the soloist of the evening; her playing is careful and conscientious, and pleasant to hear. With the experience that only time can give, Miss Pinney will develop into a player of considerable power.

NATIONAL ACADEMY OF DESIGN.—The fifty-ninth exhibition of oil-colors is now open at the Academy of Design, and continues until May 17th. Among the most noticeable paintings are S. J. Guy's "See Saw, Margery Daw," a charming episode in child-life; H. Bolton Jones' "Through the Willows"; Edward Gay's "Waving Grain"; Harry Chase's "Battery Park," especially interesting to New Yorkers; J. Wells Champney's "Ophelia"; Thomas Moran's "A Gathering Storm"; C. Y. Turner's "Courtship of Miles Standish"; "Wedding Dress," by C. D. Weldon; "The Bath," by Eleanor E. Greatorex; "Good Night," by Thomas W. Wood. An unusual feature this year is the awarding of prizes for the pictures pronounced the best by the exhibitors. Their decision will be awaited with eagerness by the many visitors to the exhibition. A pleasant guide through the galleries, and souvenir of a visit there is Charles M. Kurtz's "Academy Notes," which contains reproductions of one hundred and twenty-two pictures, with descriptions and biographical notes.

THE DELSARTE PHILOSOPHY OF EXPRESSION.—Delsarte's system of expression is acquiring a wide representation. Oratory like teaching has long been supposed to have no fundamental laws or principles. Orators have been considered geniuses, not artists. This is now thought to be an error. Oratory—elegant expression—is an art, which may be acquired by the study of its principles. The famous French orator, Delsarte, was the first to systematize the art of expression. He gave to the public the "Art of Æsthetic Oratory" which has been translated into several languages. Prof. Moses True Brown is probably the best exponent we have of the Delsarte System. His experiment of a "Summer School of Oratory" at College Hill, Mass. last summer, proved a great success. A second session will be held this summer, beginning July 9th, 1884, and continuing five weeks. A catalogue containing a list of his lectures and full particulars regarding terms, board, etc., will be sent upon application to any one wishing to avail himself of the advantage and pleasure of a course at College Hill.

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AT THE

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Ninth Session, July 7th to August 15th.

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PROF. LEO. A. STAGER, *Principal of the Sauveur School of Languages*, 3127 Olive Street, St. Louis, Mo., German.

PROF. O. FAULHABER, PH.D., *Phillips Exeter Academy*, Exeter, N. H., German.

PROF. F. W. BERNHARDT, PH.D., (University of Leipsig, Germany), *Washington High School*, Washington, D. C., Latin and Greek.

PROF. FRANK T. MERCHANT, *Shurtleff College*, Upper Alton, Ill., Latin.

MISS LUCRETIA XAVIER, teacher of Spanish, at the *Sauveur School of Languages*, Boston, Mass., and at *Wellesley College*, 93 George St., Roxbury, Mass., Spanish.

PROF. L. D. VENTURA (graduate of the University of Pisa, Italy), teacher at the *New England Conservatory of Music*, 102 Boylston St., Boston, Mass., Italian.

MRS. T. W. STERNECK, *Sauveur School of Languages*, Philadelphia, Pa., French (Children's Department.)

MISS MARCIA KENDALL, teacher of German at *Wellesley College*, Wellesley, Mass., German (Children's Department).

MISS M. F. ROBERTS, teacher at the *Friends' School*, Philadelphia, Pa., *Treasurer.*

N. B.—The *French sections* will be superintended by Prof. R. Sée, and the *German Sections* by Prof. L. A. Stäger.

Those who propose attending the College of Languages are recommended to secure a boarding place as soon as possible. The price of board with room varies from $4 to $8 per week. Our pupils will be helped to find the best accommodations by Mr. W. G. DE CELLE, Burlington, Vt. Every letter for board and rooms ought to be addressed to him.

Copies of the Programme may be had at the bookstores of F. W. CHRISTERN, New York; CARL SCHOENHOF, Boston, Mass.; JOHN WANAMAKER, Philadelphia, Pa.; ROBERT CLARKE & Co., Cincinnati, O.; and will be sent to applicants by DR. L. SAUVEUR, Burlington, Vt.

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Fifteen Lessons in Gymnastics and Physical Training. **Tuition $5.00.**

There will be a **Practical School** consisting of Primary and Grammar Grades under the direction of

MISS MARY A. SPEAR,
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Members of the Institute will have opportunities to observe and practice in this school.

Members of the Institute will be permitted to work under direction in the Industrial Rooms, and to practice blackboard writing, moulding in clay and sand, drawing, all the time they wish, without extra charge.

Special Instruction if required will be given in Drawing, Chemistry, Physics and Manual Training by the Faculty of the Normal School.

All persons who propose to attend the Institute will please notify the Principal at once, stating the subject or subjects the desire to take. Mention the "Journal" in writing

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APPLIED TO VOICE, GESTURE, AND SPEECH.

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NATIONAL SCHOOL of ELOCUTION and ORATORY, 1416 & 1418 Chestnut St., Phila.

☞See Advt. on first page of "Journal" of May 3.

IN AFTER DAYS.

(From the May Century.)

In after days, when grasses high
O'ertop the tomb where I shall lie,
Though well or ill the world adjust
My *slender claim* to honored dust,
I shall not question nor reply.

I shall not see the morning sky,
I shall not hear the night-wind sigh,
I shall be mute, as all men must,—
In after days!

And yet, now living, fain were I
That some one then should testify,
Saying—*He held his pen in trust*
To Art, not serving shame or lust.
Will none? Then let my memory die
In after days? AUSTIN DOBSON.

LITERARY NOTES.

Edward Everett Hale's novel, "The Fortunes of Rachel," will be published May 19, in Funk & Wagnall's *Standard Library*.

The Easter number of *Harper's Young People* is remarkably bright and attractive. The spirit of the day pervades the entire number and gives opportunity for many pleasing illustrations.

The May *Wide Awake* has a charming frontispiece, from a painting by W. L. Taylor, and many other beautiful pictures, pleasing short stories, versified fables, and various papers and articles full of entertainment and instruction.

Mr. Cupples, publisher of the much talked of "Cape Cod Folks" says, that his firm has been obliged to pay for damages claimed, every man, woman, and child whose name was mentioned in that novel.

A combination novel will begin shortly in the Boston *Sunday Globe*. There will be four contributors—Robert Grant, J. S of Dale, John Boyle O'Reilly, and John T. Wheelwright. It will be left to the public to discover the author of each of the parts, and where each begins and ends.

Mr. Childs, of the Philadelphia *Ledger*, will soon have among his treasures the instrument upon which Tom Moore used to play in the drawing-rooms of the rich and great whom he delighted with his improvisations. This is almost literally "the harp that once through Tara's halls the soul of music shed."

F. Marion Crawford, the novelist, says: "I am, and hope and purpose always to remain, a thorough believer in my country and my countrymen, even though I may hope to help the movement, now so rapidly advancing, toward a better standard of taste. Wherever that 'better standard' is, I do assure you it is not to be found in England, nor to be acquired by an imitation of the English.'

In the May *Century*, Julian Hawthorne says: "Though Hawthorne was humility itself in his estimate of his own powers, yet when once he was under the influence of his muse, not all the criticism of ancient and modern times could have made him swerve by so much as a hair's breadth from the path along which she led him. When he was at work he was in a region by himself,—a'one with his art,—into which the voices of the exterior world could never penetrate, nor its presence intrude.

The Critic and Good Literature some time since requested its readers to send in a list of forty living American authors deemed most worthy of membership in a possible American Academy formed on the same general principle as the famous French literary institution, the "Forty Immortals." The result shows Oliver Wendell Holmes at the head of the list as the candidate most popular among those who expressed their opinion. Following him come Lowell, Whittier, Bancroft, Howells, Curtis, Aldrich, Harte, Stedman, White, Hale, Cable, James, Clemens (Mark Twain), Warner, Beecher, Clarke, Stoddard, Whitney, Whitman, and twenty others.

The *Magazine of Art* comes to hand adorned with its customary profusion of illustrations, supplemented by interesting articles on various subjects. The frontispiece, "Home, Sweet Home," is reproduced from the painting by Phil Morris, A.R.A. "Lyon House," by Eustace Balfour, is an excellent paper, accompanied by three engravings. Other prominent and particularly meritorious pictures are "A Silent Colloquy," from Paul Stade; and a series of five "Pictures at Leeds." Robert Louis Stevenson's "A Penny Plain and Twopence Colored" is an amusing paper, accompanied by fifteen equally amusing engravings. "The Royal Academy of China Painting," by Cosmo Monkhouse, with six engravings, is another of the praiseworthy features, of which we only mention a few.

New Books, April, 1884.

The publishers of the SCHOOL JOURNAL intend to give their readers each month a pretty clear idea of the books of the month. This list will be of value to the increasing number in all sections who want to keep posted on the new publications. Prices will be given and other information to guide buyers. Publishers will please send us information before the 20th of each month. Reviews will be found in their appropriate place, but brief, descriptive notices will be added to the titles.

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LEE & SHEPARD, BOSTON.

But a Philistine. Miss Virginia F. Townsend. 12mo, cloth, $1.50.

The Age of Chivalry. Thomas Bulfinch. Edited by E. E. Hale. Cloth, $2.50.

Depicts the romance of English history, including tales of King Arthur and the Mabinogean.

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BOOK DEPARTMENT.

NEW BOOKS.

THE STORY OF CHINESE GORDON. A. Egmont Hake. New York: R. Worthington.

The character of this remarkable man would render him at any time worthy of a biography, and just now that the civilized world is watching him, this book is peculiarly timely. Gordon has been compared to Cromwell, and in some respects the comparison is apt; one can easily imagine that in the same position Gordon might have done similarly to Cromwell: yet he is milder in his disposition and apparently not one who would force religious conformity on others, however strict he might be himself. Gordon is a strange character for this age: a soldier by profession from his boyhood, generous, tender, devout: a victorious general, the hero of fierce campaigns, merciful and without worldly ambition; absolutely fearless, with perfect confidence in his own powers, yet modest to a fault. Where is there such another? This book relates the history of his life with sufficient detail to be interesting, following him through an almost continual succession of dangers such as would have deterred ordinary men at every turn. Though the facts that seem like romance, there is ever running, like a golden chain, the strong, courageous purpose from which no terrors can cause this man to swerve, no temptations lead him to renounce. The biography is a romance and a sermon in one.

STUDIES IN HISTORY. By Henry Cabot Lodge. Boston: Houghton, Mifflin & Co. $1.50.

In this book are brought together a number of essays written at various times by the author. With one exception they all bear directly on the History of the United States, and the group relating to certain Federalist leaders and their contemporaries forms a closely connected series of biographical studies in the history of that famous party. Among the chapters especially strong and interesting are "The Puritans and the Restoration," "William Cobbett," "Alexander Hamilton," "Albert Gallatin," "Daniel Webster," and "French Opinions of the United States in 1840 to 1881." Many of these essays are in a large measure biographical, but so present the connection of the individual with his time and its events, that they are fitly termed studies in history, and are a decided help to a just conception of affairs, without any loss of the biographical flavor that is the essential charm of all history.

NATIONAL ACADEMY NOTES. Edited by Charles M. Kurtz. New York: Cassell & Co. Paper, 50 cents.

This will be eagerly sought by thousands of art-lovers. It includes the complete catalogue of the Fifty-Ninth Spring Exhibition of the National Academy of Design, New York, with 122 illustrations, 115 of them reproduced from drawings by the artists. It also contains brief descriptive notes of each picture; personal notices of the artists whose works are reproduced; a short history of the National Academy; and a plan of the building and diagram of the galleries. The form of the publication has been changed from that of previous years so that it may by carried in a pocket or reticule, and other additional features combine to render the publication, useful to a visitor to the exhibition, highly interesting to those unable to visit the Academy, entertaining as a souvenier and valuable for reference and as a permanent record.

INTEREST TABLES. By John E. Coffin, S. B., Philadelphia: Porter & Coates. $1.00.

Few business men will deny the great saving of time accomplished by the use of a carefully prepared book of Interest Tables. But most of the books of this character were made years ago, when the present low rates of interest did not prevail. In the prosperous years which succeeded our great Civil War high prices for commodities and high rates of interest for bonds, loans and mortgages were the rule, but of later years the state of affairs in the business world has greatly changed. Low prices, a plethora of money and low rates of interest now prevail, and there is a want of a book of Interest Tables accurately calculated, containing in addition to the usual tables, calculations of interest at one, two and three per cent. This want the book is well calculated to fill.

THE TRAVELING LAW SCHOOL AND FAMOUS TRIALS. Benjamin Vaughan Abbott. Boston: D. Lothrop & Co.

The law school is composed of a supposititous party of young people, who first visit Boston State House, and then other public buildings and halls in various places, at each place asking questions regarding the different departments of government represented, and other

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STORIES BY AMERICAN AUTHORS, 1 AND 2. New York: Charles Scribner's Sons. 50 cents.

These are the first two volumes of a series that promises to be noteworthy in the literature of short stories. They contain stories by Bayard Taylor, Brander Mathews and H. C. Bunner, William Henry Bishop, Rebecca Harding Davis, Albert Webster, Frank R. Stockton, Harriet Prescott Spofford, and others. They are attractive to the eye from the outside, appearing in canary-colored covers, and equally pleasing inwardly to any lover of light romatic tales. There is such a dearth of good ones by American authors that the present publication will be cordially welcomed. It certainly contains some of the best, and by the best of our writers; five or six in each volume, so that any one of them may be read at a single sitting.

CECIL'S SUMMER. New York: Thomas Y. Crowell & Co.

This is an interesting story of a quiet summer by the sea. The heroine is a young girl who is always ready to improve opportunities of brightening the lives of others. Her opportunities come to her during the summer in the shape of two children that need to be taught to read, and an invalid who needs to be taught the alphabet of the dealings of Providence. There are other characters in the book, but they are not brought out as clearly as the author evidently has the power to do. She portrays them by contrast with Cecil, and Cecil by the conversation of the others, rather than each by his own words and acts. Still the book is pleasing, and pure and healthy in tone.

MAGAZINES.

Harper's this month is indeed beautiful in the superlative degree. In fact the sounding of its praises has come to be a matter of course. "Among the Daffodilles," the frontispiece is a beautiful drawing by Howard Pyle; it is one of three illustrating his paper "A May-Day Idyl of the Olden Time." The fine-art feature is another of the "great pictures," engraved by Closson—Titian's "Belle." The heroes of the number are the Emperor William, and Dr. Schliemann, with fine portraits of both, as well as of President Monroe, Rufus King and Henry Clay, in connection with Col. Higginson's paper on "The Era of Good Feeling," as he calls Monroe's administration. A description of the holy city of Kairwan, in Tunis, by A. F. Jacassy, who also illustrates his own paper; the second of the papers on the Fraser to the Columbia region, by Ernest Ingersoll; Mr. Rideing's study of the Bank of England; the serials by Wm. Black and E. P. Roe, delightfully illustrated by Abbey, Dielman, and Gibson; and Alfred Parson's illustration of the poems, "Transcripts from Nature," by William Sharp, are among the best things of the number.

LIVES PROLONGED.

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BOOKS RECEIVED.

Not Like Other Girls. Rosa N. Carey. Philadelphia: J. B. Lippincott & Co. 25 cts.

A Wife Hard Won. Julia McNair Wright. Philadelphia: J. B. Lippincott & Co. $1.00.

Kitty's Conquest. Charles King, U.S.A. Philadelphia: J. B. Lippincott & Co. $1.00.

My Musical Memories. H. R. Haweis. New York: Funk & Wagnalls. 25 cts.

Trees, and How to Paint Them in Water Colors. New York Cassell & Co.

Our Business Boys. Rev. F. E. Clarke. Boston: D. Lothrop & Co. 60 cts.

Health and Strength for Girls. Mary J. Safford, M.D. and Mary E. Allen. Boston: D. Lothrop & Co. 60 cts.

Biography of Ezra Cornell. Alonzo B. Cornell. New York: A. S. Barnes & Co.

Pleasant Authors for Young Folks. Amanda B. Harris. Boston: D. Lothrop & Co. $1.00.

Ralph Waldo Emerson. William Hague, D.D. New York: G. P. Putnam's Sons. (Paper) 25 cts.

Catarrh, Sore-throat, and Hoarseness. J. M. W. Kitchen, M.D. New York: G. P. Putnam's Sons. $1.00.

Politics. Wm. W. Crane and Bernard Moses. New York: G. P. Putnam's Sons. $1.50.

Guide to Self-Instruction in Practical and Artistic Penmanship. Daniel T. Ames. New York: Published by the author. (Paper) 75 cts. Cloth, $1.00.

The Clew of the Maze, and The Spare Half-Hour. Charles H. Spurgeon. New York: Funk & Wagnalls. 15 cts.

Dime Question Books. Albert P. Southwick. Syracuse: C. W. Bardeen.

Wurtz's Elements of Chemistry. Translated by Wm. H. Greene. M.D. Philadelphia: J. B. Lippincott & Co. $2.50.

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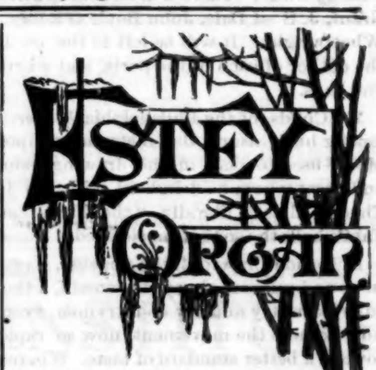

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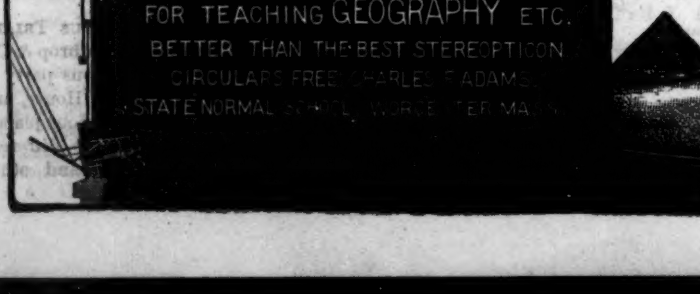

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